

Title I Update

Spring
2009



Agenda

- 2009-2010 school year allocation
- American Recovery and Reinvestment Act
- Recordkeeping
- Supplement vs. Supplant
- School Choice
- Supplemental Education Service
- Corrective Action
- Restructuring
- Private School allocation

2009-2010 Allocations

- USDE will use updated 2006 Census estimates to calculate 09-10 Title 1 allocations
- Iowa's school-aged population decreased, but our share of the national poverty count increased.

2009-2010 Allocations

- Projected amount \$ 78,453,424
- Increase of \$5.5 million
- Increase due to poverty.
- Only a projected amount because it is calculated using previous year poverty factors
- Final (real) allocations will not be sent to the State until May (June)
- Local guarantee “85%” of previous year.
- Title I Funds arrive as part of 4 funding sources

American Recovery and Reinvestment Act

- \$ 51.5 million Title I funds
- From two funding sources –
 - Education Finance Incentive Grant (EFIG)
 - Targeted Grants
- Both use low-income data to target funds
- Half of the allocation will be received this year for use in 2009-2010 school year and the other half will be received and used for the 2010-2011 school year.
- Must be used for Title I activities- Supplement vs. Supplant

ARRA

American Recovery and Reinvestment Act

- School Improvement funds
 - Dollars allocated for School Improvement
 - Only Title I SINA schools would be eligible
 - Hoping for more flexibility in final guidance

Uses of Title I, Part A ARRA Funds

- Must use funds consistent with Title I, Part A statutory and regulatory requirements including equitable services to private school students.
- Aligned with the core goals of ARRA to save and create jobs and advance reforms consistent with Title I.
- Supplement vs. Supplant rules apply to ARRA funding

Supplement vs. Supplant

Presumptions of Supplanting

- Service or supply was funded with other sources in prior year.
- Service is required by another state or federal program.
- Same service or supply provided with other resources to non-Title I students.
- Title I Teacher responsibilities in Targeted Assistance Programs:
 - Team Teaching by Title I paid teacher
 - Co-teaching by Title I paid teacher
 - Guided-reading by Title I teachers as part of the regular classroom with both Title I and Non-Title I students.

Title I Service Delivery Models

Targeted Assistance Programs	Schoolwide Programs
<ul style="list-style-type: none">• Only eligible students are served• 509 Targeted Assistance buildings in 2008-2009	<ul style="list-style-type: none">• All students in the building are considered Title I students• 141 Schoolwide Program buildings in 2008-2009

Required Use of ARRA Funds

- Parent Involvement
- The 1% budgeted and spent
- \$500,000 (combined allocation of ARRA and regular Title I Part A funds)
- For example: \$250,000 ARRA + \$250,000 regular Title I = \$500,000

Avoid the Cliff

- ARRA funding will likely NOT be available at the same level beyond September 30, 2011.
- Focus on short-term investments with long-term benefits for students, teachers, and schools.
- Minimize unsustainable ongoing commitments
- This is a unique opportunity to improve teaching and learning.

Potential Uses of ARRA Funds

- Extended-learning opportunities for Title I eligible students in Targeted Assistance programs, including before and after school programs, summer programming, or extended school year (Jump Start) programs.
- Strengthening early childhood education by providing resources to align Title I pre-K programs with state early learning standards.

(BLUE Handout – Uses of Title I, Part A ARRA Funds)

Record Keeping

- Equipment – label and record
- Comparability- Annual records
- Notifications:
 - School Choice
 - Supplemental Services
 - Corrective Action
 - Restructuring
- Within District Targeting of Funds
- Private School – meeting and negotiations
- Parent Involvement
- Student data

Choice, SES, Corrective Action,
Planning for Restructuring, Restructuring
(GRAY Handouts)

Paraprofessionals

- ARRA – highly qualified rules apply
- No good faith extensions
- USDE will be monitoring State efforts to confirm
- Primary responsibility falls on SEA.
- All Title I funded instructional paraprofessionals in targeted assistance buildings and all instructional paraprofessionals regardless of funding source in Title I Schoolwide buildings must meet NCLB requirements.

Paraprofessionals – cont.

- Targeted Assistance Program
 - Paraeducators funded through Title I must be qualified under NCLB
- Schoolwide Programs
 - ALL paraeducators in a Title I schoolwide building must be qualified under NCLB (regardless of funding source)

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=659&Itemid=1650

Title I Internet Application

- Annual Application
- Selection of Schools
- Project Narratives
- General Budget
- General Carryover
- Schoolwide Operating Programs
- Within District Target Funds
- Staff Assignments
- Other Forms
 - Statement of Agreement
 - Schoolwide Indication of Planning
 - Delinquent Application
 - Migrant Application

www.edinfo.state.ia.us/

Bureau of Instructional Services
TITLE I
2009-2010 Selection of Schools

ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

You must click **UPDATE** to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

LOW-INCOME CRITERIA used to identify and rank eligible attendance areas and determine building allocations:

Select one: ☒ Free and Reduced School Lunch

☐ Free Lunch Only

☐ Other(describe):

Resident Children: ☒ Attendance Area ☐ Enrolled

Rank Order: ☒ Low Income Percentage ☐ Grades Span and Percentage

NOTE: ALL COLUMNS MUST BE COMPLETED BEFORE APPLICATION CAN BE APPROVED!

RANK ORDER OF ATTENDANCE AREAS				Resident children in Attendance Area(Include public and private school children)							Unduplicated Student Counts(public only) For Targeted Assistance Schools		Grade Levels Served
List will be reordered after update				All Resident Children by Attendance Area			Resident Children from Low-income Families						
Big. No.	Name of Attendance Center	Grade Levels Housed	Status(*)	Public	Private	Total	Public	Private	Total	Percent	Eligible	Served	Schools
0100	Adams Elementary School	K-05	T	165	22	187	75	4	79	42.2	49	49	1-3
0101	Albion Elementary School	PK-PK	N	22		22	7		7	31.8			
0102	Albion Middle School	06-08	T	279	19	298	62	4	66	22.1	26	26	4-5
0103	Albion High School	09-12	N	234	14	248	49	2	51	20.6			
0104	Albion Middle School	K-05	N										
TOTALS				700	55	755	193	10	203		75	75	
Districtwide Percentage										26.9			

*Status Code: S = Schoolwide Project T=Targeted Assistance School N = Not Served

The estimated **total** number of homeless children residing in your district during the school year.

20

1. Estimate the number of homeless children currently residing (enrolled and non-enrolled) in **non-Title I funded schools**, shelters, and other locations where children may live. (report only homeless children that would be either the same age or in the same grade span as children served in Title I schools)

0

2. **If applicable**, list the amount of Title I funds that will be set aside to ensure equitable service to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live.

0

3. **If applicable**, please provide a description of the Title I services that will be provided to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live.

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GREEN Handout

Bureau of Instructional Services
TITLE I
2009-2010 Project Narratives

[Update](#)

[Print Summary](#)

You must click **UPDATE** to save changes. . . the **Print Summary**, **GO**, and **EXIT** buttons do **NOT** save changes!

1. Describe the Title I student selection process in targeted assistance buildings.

In the fall, kindergarten through second grade students are assessed using DIBELS,

The maximum number of characters allowed, including spaces and punctuation, is 1,500.
The current character count is 737.

2. Outline the Title I services that are provided to students. Reference the use of student data that supports the decision to offer specific Title I programming.

All kindergarten through fifth grade students' academic achievement is evaluated every

3. Explain how Title I funds are utilized to supplement district professional development activities designed to improve teaching and learning in reading and mathematics (including as appropriate migrant, neglected, delinquent and English Language Learners).

Professional development is provided to all staff through the use of the general fund.

The maximum number of characters allowed, including spaces and punctuation, is 1,500.
The current character count is 90.

4. Summarize the ways in which Title I services coordinate and integrate with other programs and services (e.g., Even Start, Reading First).

Title 1 staff also provide Reading Recovery services to first graders.

5. Describe the process that is used to annually evaluate the effectiveness of the Title I program.

Title 1 staff annually has parents complete a survey at the end of the school year.

The maximum number of characters allowed, including spaces and punctuation, is 1,500.
The current character count is 369.

6. Supply the date on which information regarding teacher qualifications was provided to parents.

10/1/2006 Sample: 3/06/2007

7. The local school district has a parent policy and compact in place for each Title I building.

☒ YES, policy in place; or, ☐ NO, policy not in place

Bureau of Instructional Services
TITLE I
2009-2010 General Budget
Detail
 Round to the nearest dollar.

Netscape Print

Original Back to Summary

You must click UPDATE to save changes. . . the Netscape Print, GO, Back to Summary and EXIT buttons do NOT save changes!

FUNCTIONS	OBJECTS							FUNCTIONS
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL	Expenditure Accounts
Instruction 1000	Total \$72,354	Total \$18,984	Total \$0	Total \$0	Total \$0	Total \$0	\$91,338	Instruction 1000
	Certified salary \$72,354	FICA \$5,535	Travel Between Bldgs \$0	Consumables \$0	Computer \$0	Prof. Dues \$0		
	Associates salary \$0	IPERS \$4,160	Prof. Staff Development \$0	Software \$0	Chair \$0	Local Neglected \$0		
	Subs salary \$0	Ins \$9,289	Local Neglected \$0	Title I Books \$0	Service Contract \$0	Other \$0		
	Local Neglected \$0	Local Neglected \$0	Other \$0	Diagnostic Testing Mat. \$0	Local Neglected \$0			
	Other \$0	Other \$0		Local Neglected \$0	Other \$0			
				Other \$0	Computer Cart \$0			
					Printer \$0			
					TV/VCR \$0			
					Tables \$0			
					Bookcase \$0			
					Desk \$0			
					File Cabinet \$0			
					Bookshelf \$0			

TITLE I**2009-2010 Project Staff Assignments**

This form should reflect the amount of staff funded from the combined current allocation and carryover allocation for all budgets.

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

Staff Funded by Combined General Budget and Carryover

Indicate Title I Staff, Only, for All Entries

	REGULAR TERM STAFF				SUMMER TERM STAFF	LOCAL NEGLECTED and/or DELINQUENT STAFF
	PUBLIC		PRIVATE			
	WHOLE NUMBER	FTE	WHOLE NUMBER	FTE	WHOLE NUMBER	WHOLE NUMBER
CERTIFIED	<input type="text" value="2"/>	<input type="text" value="1.8"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
EDUCATIONAL ASSOCIATES	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
SUPPORTIVE	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
TOTAL	2	1.80	0	0.00	0	0

TITLE I Educational Associates**TITLE I FUNDED BUILDINGS****TOTAL NUMBER**

Total number of associates providing instructional services in Title I schoolwide buildings:

Total number of Title I funded associates providing instructional services in Title I targeted assistance buildings:

EDUCATIONAL LEVEL

Please enter the number of associates broken out by level. The sum of the 'Educational Level' numbers should equal the sum of the two 'Funded Buildings' totals above.

NUMBER BY EDUCATIONAL LEVEL

Community College Associate Degree:

Voluntary Paraeducator Certification:

Two or more years of college:

HS diploma:

District determined assessment:

Title I Internet Application

- Within District Targeting of Funds:
 - Title I Online Application **requires** documentation for appropriately targeting funds to buildings (including non-public schools)
 - Section 1113 of NCLB
 - Districts serving private schools must complete this screen
 - Districts with enrollment over 1000 that use Title I funds in more than one building must complete this screen
 - **Remember** – Carryover funds must be added to the regular allocation before calculating the per pupil amount for public and private service.

(WHITE handout)

Bureau of Instructional Services

TITLE I**2009-2010 Within District Targeting of Funds**

ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE I OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

First-time users, please note that extensive instructions appear at the end of this form.

You must click **UPDATE** to calculate totals and save changes. . .
the Netscape Print, GO, and EXIT buttons do **NOT** save changes!

ORDER OF ATTENDANCE AREAS RANKED BY LOW INCOME %						NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES			ALLOCATION CALCULATION	
Remove Building	Building No.	Name of Attendance Center	Grade Levels Housed	Status *	%	Public	Private	Total	Per Poverty Child Amount (\$)	Attendance Center Allocation (Total x Amount)
<input type="button" value="REMOVE"/>	0100	Lincoln Elementary School	PK-02	T	36.4	44	3	47	\$470	\$22,090
<input type="button" value="REMOVE"/>	0100	Wright Elementary School	02-03	T	32.7	54	1	55	\$470	\$25,850
<input type="button" value="REMOVE"/>	0151	Wright Elementary School	PK-01	T	32.7	54	1	55	\$470	\$25,850
<input type="button" value="REMOVE"/>	0110	Wright Elementary School	02-05	T	32.2	148	5	153	\$470	\$71,910
<input type="button" value="REMOVE"/>	0145	Wright Elementary School	K-02	T	31.5	54	2	56	\$470	\$26,320
DISTRICT TOTALS								366		\$172,020

*Status Code: S = Schoolwide Project T=Targeted Assistance School (N = Not Served, will not appear in this list)

You must click **UPDATE** to calculate totals and save changes. . .
the Netscape Print, GO, and EXIT buttons do **NOT** save changes!

Private School Allocations

- Schedule and hold a face-to-face meeting
- Private schools must be made aware of the required allocation procedure and the amount of funding available.
- **Remember** – Carryover funds must be added to the regular allocation before calculating the per pupil amount for public and private service.
- Public school must negotiate services with eligible private schools

Private School Allocations

- Even if the private school chooses not to receive Title I services, the LEA must complete the WDTF screen
- Report date of face to face meeting on application.
- Private schools may pool their funds for service.
- Evaluate program in private school

(SALMON handout)

Comparability

- Comparability reports ensure that Title I funds are not being used to replace district funds. (Supplant vs. Supplement)
- LEAs containing two or more buildings with similar grade spans must report on comparability.
- LEAs required to report on comparability for Title I will now be reporting annually to the state office.
- The official enrollment date is used for pupil counts and staff FTE for this report (Oct. 1).
- 65 LEAs were required to report in 2008-09.
- Notification will be emailed from the state Title I office

(PINK handout)

Supplement vs. Supplant

- Under section 1120A(b)(1)(A) of Title I, funds must be used under Title I only to supplement, not supplant the amount of funds that would, in the absence of the Title I funds, be made available from non-federal programs
- Title I funds may not be used in a targeted assistance program to provide services otherwise required by law to be made available
- Title I funds may be used in targeted assistance buildings only for programs that provide service to eligible children identified as having the greatest need for special service.

Title I Service Delivery Models

Targeted Assistance Programs	Schoolwide Programs
<ul style="list-style-type: none">• Only eligible students are served• 509 Targeted Assistance buildings in 2008-2009	<ul style="list-style-type: none">• All students in the building are considered Title I students• 141 Schoolwide Program buildings in 2008-2009

Supplementing Instruction

ALL students
receive regular
educational
program (all meals)
→



Breakfast



Lunch



Dinner

Supplementing Instruction

Non-Title I students
receive regular
educational
program (all meals)



Breakfast



Lunch



Dinner

Title I Students get the
regular educational
program (all meals) in
addition to Title I
services (a snack)
(Supplemental)



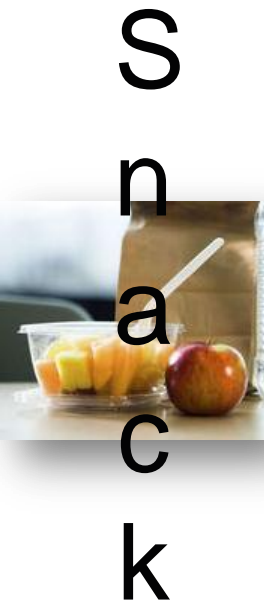
Breakfast



Lunch



Dinner



Snack

Supplementing Instruction

Non-Title I students
receive regular
educational
program (all meals)



Breakfast



Lunch



Dinner

Title I Students get the
regular educational
program (all meals) in
addition to Title I
services (a snack)
(Supplemental)



Breakfast



Lunch



Dinner



S
n
a
c
k

- If Title I was not there, Title I students would still get all meals. Title I is a supplementary program.

Supplanting Instruction

NOT Allowed

Non-Title I students
receive regular
educational
program (all meals)



Breakfast



Lunch



Dinner

Title I students get
breakfast and dinner.
They get a snack in
place of a full lunch.

(Supplanting)



Breakfast



S
n
a
c
k



Dinner

Supplanting Instruction

NOT Allowed

Non-Title I students
receive regular
educational
program (all meals)



Breakfast



Lunch



Dinner

Title I students get
breakfast and dinner.
They get a snack in
place of a full lunch.



Breakfast



Dinner

(Supplanting)

► If Title I wasn't there, Title I students would not get what the regular education students receive. This is supplanting and constitutes a misuse of Title I funds.

Supplanting Instruction

NOT Allowed

Non-Title I students
receive regular
educational
program (all meals)



Breakfast



Lunch



Dinner

Title I students get
breakfast and dinner.
They get a snack in
place of a full lunch.



Breakfast



Snack



Dinner

(Supplanting)

► If Title I wasn't there, Title I students would not get what the regular education students receive. This is supplanting and constitutes a misuse of Title I funds.

Supplement vs. Supplant

Presumptions of Supplanting

- Service or supply was funded with other sources in prior year.
- Service is required by another state or federal program.
- Same service or supply provided with other resources to non-Title I students.
- Title I Teacher responsibilities in Targeted Assistance Programs:
 - Team Teaching by Title I paid teacher
 - Co-teaching by Title I paid teacher
 - Guided-reading by Title I teachers as part of the regular classroom with both Title I and Non-Title I students.

Targeted Assistance Programs

- Targeted Assistance...
 - Grouping Practices (Can we do that?)
 - Pull out/In-class or combination
 - Incidental inclusion
 - Entering & exiting the Title I program
- Supplement vs. Supplant
 - “What if Title I wasn’t there?”
 - Does that child receive ALL that the district is required to provide (reading/math)?

Targeted Assistance

- What is it?
- Who is eligible for service?
- Supplement vs. supplant
- PK-2
- Grades 3 & above

(YELLOW handout Title I Audit packet)

Title I Personnel

- In a Targeted assistance program
- **Title I teacher and Title I paraeducators MUST** operate according to Title I regulations for the percentage of the day during which they are paid with Title I funds.
- ✓ Title I Reading teachers must have a Reading Endorsement
- ✓ Title I Math teachers need no additional endorsement

Title I Schoolwide Programs

- Schoolwide Programs for Title I (SWP)
 - What is it?
 - Who is eligible for service?
 - Allocations remain the same in the event of SWP delivery programs

(GOLD handout Schoolwide Programs)

Schoolwide Plans

- All Title I Schoolwide plans must be reviewed and revised each year.
- New or revised plans must be submitted to the state Title I office by Sept. 30.
- Title I application approval is conditional upon the receipt of this plan.

Schoolwide Plans

- Districts with more than one Schoolwide Program building **MUST** submit a plan for each building.
- Each SWP plan must be specific to that building
- Each Schoolwide building must have its own SWP Planning/Evaluation team

Coordinating Funding Sources Under Title I Schoolwide Programs

- Resources from a variety of sources can be used to support a schoolwide program
- See handout Title I Audit outlining
Title I Schoolwide Programs

Title I Preschools

- Districts may choose to use all or a portion of their local Title I funds for a Title I preschool program
- No additional funds are provided for this purpose
- IQPPS: (Iowa Quality Preschool Program Standards) are recommended for all Iowa preschool programs.

Preschool Information

For more information on programs and services to support early childhood education of Iowa's young children, *contact:*

- Penny Millburn
- 515-281-7844

penny.milburn@iowa.gov

- Dee Gethmann
- 515-281-5502

dee.gethmann@iowa.gov

Migrant Programs

Definition: A migrant child is a child whose parent or guardian has moved to a different school district (in-state or out-of-state) within the last 3 years to find employment in agriculture on a seasonal or temporary

Examples:

- Meat packing
- Vegetable canning
- or any kind of crop fieldwork

Migrant funds supplement, not replace, Title I services and district programs for migrant children.

(PURPLE handout)

Decisions about Title I Services

- Each year, each building must analyze its own student achievement data and make appropriate decisions about Title I services.
- Title I services should be based on current conditions, not past traditions
- However, Title I services **MUST** operate within the boundaries of Title I Legislation. Funding is based on compliance with legislation.
 - Are we offering reading/or math...why?
 - What grade levels are we serving...why?

Title I Program Evaluation

- Districts must have a system in place for annually evaluating the Title I program
- Parents & staff should be included in the review process for the purpose of suggesting potential programming needs or changes
- Documentation of the evaluation process is required
- Surveys of parents and teachers may be used
- Title I programs in Private Schools must be evaluated with a similar process

[http://www.iowa.gov/educate/index.php?option=com_content
&task=view&id=659&Itemid=1650](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=659&Itemid=1650)

Title I Parent Involvement

- Title I Parent Involvement Policy
- Parent-School Compact
- Annual Parent Meeting
- Parent Information & Assistance
- Parent Training for Student Academic Success
- “Parents’ right to know...”

(BLUE handout)

REQUIREMENTS

- Parent Involvement Policy **AND** Parent-School Compact must be reviewed and updated each school year **with parent involvement.**
- Parent Policy and Parent Compacts require a date for the current school year
- These documents must be submitted to the state Title I office by e-mail or US Mail.
- Due date - Sept. 15.
- Final Title I application approval is conditional upon the receipt of these documents.

Title I Parent Involvement Resources

- Iowa Parent Information Resource Center (IPIRC)

Iowa Parents.org is a joint effort between the School Administrators of Iowa (SAI), the Iowa Department of Education (DE), and Area Education Agency 267 (AEA 267). This website is designed to provide information and support to a wide-range of parents and educators throughout Iowa.

<http://www.iowaparents.org/>

- LEAs can find guidance on meeting the parent involvement requirements on the DE website at

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=659&Itemid=1650

Additional Information

- **Title I Schoolwide Programs**
 - Contact: Sandy Johnson
 - (515) 281-3965
 - sandra.johnson@iowa.gov
- **Neglected and Delinquent Programming**
 - Rick Bartosh
 - (515) 281-0368
 - richard.bartosh@iowa.gov

Additional Info (cont.)

- **Supplemental Services/School Choice**

- Donna Eggleston

- (515) 281-3999

- donna.eggleston@iowa.gov

- **Migrant Education**

- Contact: Donna Eggleston

- (515) 281-3999

- donna.eggleston@iowa.gov

Additional Info (cont.)

- **SINA & Statewide Support System for SINA**

- Deb Squires

- (515) 281-6235

deb.squires@iowa.gov

- Susan Selby

- (515) 281-4732

susan.selby@iowa.gov

Additional Info (cont.)

- **ARRA**
- **Title I services to Non-Public Schools**
 - Paul Cahill
 - (515) 281-3944
 - paul.cahill@iowa.gov

Title I Update Meetings Spring 2009

- **AEA 267** **Clear Lake** **May 6**
- **AEA 13** **Atlantic** **May 6**
- **AEA 11** **Johnston Public Library** **May 8**
- **AEA GP (15/16)** **Ottumwa** **May 12**
- **AEA GP (15/16)** **Burlington** **May 13**
- **AEA 1** **Elkader** **May 13**
- **AEA 8** **Pocahontas** **May 14**
- **AEA 10** **Cedar Rapids (Clarion)** **May 14**
- **AEA 267** **Cedar Falls** **May 15**
- **AEA 14** **Creston** **May 18**
- **AEA 267** **Marshalltown** **May 19**
- **AEA NW** **Sioux City** **May 20**
- **AEA 9** **Bettendorf** **May 20**

Title I Update Meetings Spring 2009

- **AEA 1 Elkader May 13**
- **AEA 267 Cedar Falls May 15**
- **AEA 267 Clear Lake May 6**
- **AEA 267 Marshalltown May 19**
- **AEA NW Sioux City May 20**
- **AEA 8 Pocahontas May 14**
- **AEA 9 Bettendorf May 20**
- **AEA 10 Cedar Rapids (Clarion) May 14**
- **AEA 11 Johnston Public Library May 8**
- **AEA 13 Atlantic May 6**
- **AEA 14 Creston May 18**
- **AEA GP (15/16) Burlington May 13**
- **AEA GP (15/16) Ottumwa May 12**

